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ABSTRACT

This paper investigated the consulting role of the elementary school counselor. A six-week training program was instituted which allows teachers to examine their own classroom behaviors through observing and analyzing video-tapes. An evaluation of the program impact on the pupil population indicated significant and positive mean gains in self perceptions. In addition, an examination of the relationships of teacher perceptions of pupils to six pupil characteristics (socio-economic status, sex, race, peer acceptance, intelligence, perceptions of self) suggested: (1) Teachers are influenced by the socio-economic status of the child; (2) a teacher's style of interaction teaches children how to perceive their classmates; (3) teachers are not generally influenced by a child's race or sex; and (4) teachers and pupils tend to agree on perceptions of school work tasks, but no such congruence was observed for social skill tasks. (Author/WS)

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CONSULTING FOR IMPROVED SELF PERCEPTIONS OF ELEMENTARY SCHOOL CHILDREN

by

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Consulting for Improved Self Perceptions of Elementary School Children

The consulting aspect of the elementary school counselor's role has been the subject of concern for many writers (Eckerson and Smith, 1962; Dinkmeyer, 1962; Lee, 1963; Faust, 1968) and the issue has been explored from diverse focii. With the ACES-ASCA Joint Committee Resolution it might have been expected that the issue would have been resolved (1969). Nevertheless, consulting has received neither immediate nor general acceptance. Perhaps this reaction is altogether appropriate since it is characteristic of thoughtful human groups to resist untested and unproven products.

Inherent, if not explicit, in much of the writing concerned with the counselor as a consultant was a call for systematic inquiry into the effectiveness of the consulting function (Nelson, 1967; Kranzler, 1969; Lewis, 1970; Nelson & Muro, 1971). For our research must ultimately address itself to such questions as: (1) What kinds of changes can be brought about in teachers, children, parents and others; (2) With what procedures, and (3) With how high a degree of probability? If we would ask counselors to invest themselves in consulting activities we should have the answers to such questions. We should be reasonably certain concerning which groups can be helped and in what ways. And we should know if the consulting function produces changes that are worth the investment.

At this point in time, we do know that elementary school counselors are engaged in the consulting function and that some counselors and

teachers as well, believe consultation to be a significant part of the counselor's role (Splete, 1971). In addition, we have evidence that the counselor, as a consultant, can help a classroom teacher with certain classroom management problems (Engelhardt, Sulzer and Altenkruse, 1971). This present study was still another attempt to determine the impact of an inservice teacher training program on elementary school children.

Problem Statement

The training program concentrated on developing in teachers insights into their own classroom behaviors and how this influences the learning environment of the child. A basic assumption of the program was that if teachers are given insights into their own behavior, their style of interactions with students in the classroom will change (Henry, 1957; Leacock, 1968; Bandura & others, 1970).

The format of the training sessions was designed to provide teachers with these opportunities through the observation, discussion, and analysis of video tapes. Thus, a major assumption of the study was, given a format which provides teachers with behavior examination and modeling opportunities, teachers will create more effective classroom learning climates. In addition, it was postulated that the training sessions would be positively perceived by teachers, and that there would also be a positive impact on the pupil population.

A secondary concern of the study was to verify certain assumptions which are expressed in the relationships between teacher perceptions of

pupils and the self perceptions of the child. Recognition and identification of these relationships are fundamental to the selection, design and evaluation of training objectives.

The hypotheses considered in this study are as follows:

Hypothesis #1 - Given opportunities to examine, discuss and model behaviors, teachers will manifest behaviors which result in increased positive self perceptions for both themselves and the pupils in their classrooms (Brookover, 1962; Perkins, 1965; Bandura & others, 1970). This hypothesis examined the impact of the video-tape training sessions on teacher and pupil perceptions.

Hypothesis #2 - Teachers perceptions of a child's academic and social ability will relate to a child's socio-economic level, his race, his sex, his peer acceptance and his self perception. The specific hypotheses examined were:

a. Teacher perceptions of students are related to the socio-economic status of the pupil (Leacock, 1968; Rist, 1970).

b. A teacher's style of classroom interaction teaches children how to perceive their classmates (Henry, 1957; Bandura, 1965).

c. Teacher ratings of pupils favor girls over boys (Kagen, 1968).

d. Teacher ratings of pupils relate to the pupil's race (Rosenthal and Jacobson, 1968; Zigler, 1970).

e. Teachers provide pupils with relatively greater knowledge of subject matter expectations than they provide pupils with knowledge of personal-social skill expectations (Henry, 1957; Barclay, 1971).

f. Teacher perceptions of pupils and peer acceptance of pupils relate to pupils self perceptions. (Horowitz, 1939; Brookover, 1962).

Procedures

The inservice program was conducted in an urban elementary school setting in Virginia.* The elementary school population numbered approximately 400 with a racial balance of nearly fifty percent black and fifty percent white. All fourteen female teachers of grades one through six and one ungraded intermediate class participated in the training program.

The program was initiated in an orientation session held in the spring of 1971. Six weekly training sessions were held thereafter. These sessions met for one and one half hours on Friday afternoons. The major topics of discussion in the training sessions were: (1) Interdependence of affective and cognitive behavior; feelings and the acquisition of subject matter; (2) Peer interactions and group interactions; self perceptions and how they are learned; (3) Adult interactions with children; the effect of certain behaviors on the behavior of others; (4) The antecedents of teaching problems; effective learning climates and the locus of control; (5) Self in relation to others; systematic instruction in socialization skills, and (6) Evaluation of the training sessions.

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The training sessions employed the observation, discussion and analysis of video-tapings of the classroom settings of the fourteen participating teachers. A split-screen presentation permitted a simultaneous observation of the teacher and her pupils. Video-tape critiquing sessions focused on the positive teaching behaviors of the fourteen teachers. Teachers were given opportunities to observe a range of positive behaviors beyond those employed in each classroom and also, to receive positive reinforcement for those behaviors selected for individual consultation and group presentation.

Although the use of video tapes provided teachers with a variety of modeling opportunities, the exclusive selection of positive behaviors was considered crucial to a positive attitude chance which would be manifested in classroom behavior. Bandura (1970) suggests that the modeled approach meets with greater success in a positive and relaxed atmosphere. Further, there is evidence that threatening atmospheres reinstate avoidance responses (Miller et al., 1959, Bandura and Rosenthal, 1965). With respect to teacher flexibility, Loree (1971) suggests that teachers who have acquired favorable attitudes toward variations in teaching style, followed by favorable consequences, will be likely to succeed and acquire favorable predispositions toward further experimentation.

The selection and interpretation of "positive" teaching behaviors represented the content of the training sessions. The counselor's consulting function requires that he be responsible for helping teachers

become more effective in creating learning climates for all children (Bower, 1971; Dinkmeyer and Cauldwell, 1970; Faust, 1968; Meeks, 1963). This implied the need for teachers to have a multicultural awareness and understanding of the social logic employed by various socio-economic groups (Rist, 1970). For this reason the first major "content" input to the training sessions was designed to provide teachers with an understanding of the social and cultural environments of the children and the impact of certain teacher interactions on the learning climate of the classroom.

The second major content input to the training sessions were the introduction of classroom management techniques which support a positive learning climate. A survey of performance criteria in teacher education (Rosenshine and Faust, 1971) identifies clarity, variability, enthusiasm, task-oriented behaviors, and student opportunity to learn as the five most powerful variables, in affecting student behavior. Kounin's observational categories (1970), accountability alerting teaching behaviors, as well as classroom format, were used to operationalize those teacher behaviors which emphasized clarity, variability and enthusiasm. Teachers observed the accountability and alerting behaviors in the video-tapings of their own performance as well as the performance of their peers.

Measurement

Measures of the self perceptions of pupils were obtained to determine any changes which may have occurred as a result of the

training program. Three tests measuring pupil perceptions were administered at the beginning and at the end of the training program.* Two of the tests of affective behavior are described below.

I. Peer Acceptance - this instrument was designed to obtain a measure of the degree of acceptance or rejection of a pupil. Each pupil was rated on a five-point scale by his classroom peers. This instrument was administered to grades three through six. After the first administration, the format of the scales and item descriptions were modified in the direction of increased clarity.**

II. Self Perceptions - Competence - this test was in part based on the rationale presented in the Virginia Educational Needs Assessment (1970-71). In addition to psychologically based items, sociological and cultural measures of classroom climate were included (Rist, 1970). The pupil behaviors were classified into three areas:

A. Self to others - the pupil's perceptions of his pupil-pupil interaction effectiveness.

B. Self to teacher - the pupil's perceptions of his pupil-teacher interaction effectiveness.

C. Self to task - the pupil's perceptions of the effectiveness of his (1) study skills, and (2) attitudes towards school and learning.

This instrument was administered to grades three through six, pre and post testing.

*Two tests, Peer Acceptance & Self Perceptions, are presented in this analysis. The third test, Self Worth, did not show variability among pupils.
**Post test data, grades 3-6, are presented in this analysis.

Further, all teachers rated each of their pupils, pre and post testing, using the items in instrument II. Each pupil was identified by race, socio-economic status and sex. Lorge Thorndike Intelligence Test Scores were gathered on pupils in grades three through six.

Analysis and Findings

The evaluation of the training program focused on two major objectives. The first objective was concerned with the impact of the training sessions on the perceptions of teachers and pupils: Assuming the training sessions modified the teachers' style of interaction with pupils, did the changed style of teacher-pupil interaction result in more positive self perceptions on the part of pupils?

A second major concern of the assessment was to examine the relationship between teacher perceptions of pupils and several pupil characteristics. If, for example, teachers perceive pupils from varying socio-economic statuses differently, this relationship may suggest training objectives which provide a greater understanding of pupils from differing socio-economic levels. In addition, this relationship might have an even greater consequence if teacher perceptions of a pupil should influence the class members' perceptions of him. Thus, a second relationship examined by the study was the degree of congruence between teacher ratings of a pupil and the peer acceptance of that pupil.

In summary, a primary objective of the evaluation was to assess the impact of the inservice training activities on the pupil population. The second major focus of the evaluation explored the relationships of

teacher perceptions of pupils to (1) the self-perceptions as expressed by the individual child, and (2) his peer or group acceptance. In addition, the relationship of teacher perceptions to the pupil characteristics, sex, race, and intelligence were examined. The evaluation of these two objectives is presented below.

Objective 1: What was the extent of the program impact on the pupil population?

One indication of the impact of the teacher training sessions on the pupil population might be reflected in a change in the self perceptions of pupils. Or, in general, did pupils perceive themselves more positively after the teachers' training activities? The pre and post test administrations of the three instruments described above were compared and changes in pupil perceptions were observed. The average self perceptions of pupils was calculated for grade levels 3-4, 5-6, and for the total group of pupils. The average or mean perceptions before the training program was compared to the mean after the training program for each of the grade levels. An analysis of variance design was used to determine if any significant changes occurred between the pre and post testings.

Changes in the mean perceptions of pupils responses to Instrument IIA, B, C and the total test score were analyzed by grade levels 3-4, 5-6, and 3-6 (total group). Table I presents the average or mean pupil perceptions, observed for the pre and post test administrations. Only those means which changed significantly from pre and post testings

are presented in the table. The F-ratio indicates significant changes in pupil perceptions during the project (at the .05 level).

Table I. Significant Mean Changes in Pupil Self Perceptions

Test		Means		F-ratio
	Pre		Post	
II A. Self to Peers	33.9	Grades 3-6	35.2	6.02
II A. Self to Peers	33.5	Grades 3-4	35.4	5.66
II B. Self to Teacher	34.2		36.5	8.68
II. Total Test	105.1		110.0	6.83

Observation of Table I indicates that in general pupils in grades 3-6 (total group) made positive gains in their perceptions of themselves with their peers (A. Self to Peers). On the pre-test the average perceptions of students in grades 3-6 on the effectiveness of their relationships with peers was 33.9. After the training program the average increased to 35.2.

It appears that the training program had a relatively greater impact on grades 3-4 than on the two upper grade levels. Grades 3-4 made significant and positive gains in the areas, A. Self to Peers, B. Self to Teacher and the Total Test. These findings suggest that the behaviors of younger pupils are more readily influenced or changed than those of older children.

It can be noted that none of the grade levels made significant gains in their perceptions of the third area, Self to Task. This findings

might be attributed to the fact that pupils' pre test scores were generally higher in this area (pre-test mean = 38, Self to Task; pre test mean = 34, Self to Peers; pre-test mean = 34, Self to teacher). The post test average of grades 3-6 in the area Self to Task rose to 39, but the difference between 38 and 39 did not represent a significant gain (at the .05 level).

In summary, positive changes were observed in the self perceptions of pupils. These findings support the thesis that the training program not only had a positive impact on teachers, but that this impact was reflected in the pupil population.

Objective 2: What are the relationships between teacher perceptions of pupils and the pupil characteristics, sex, race, age, socio-economic status, peer acceptance, intelligence and perceptions of self?

In this section, the relationships between pupil and teacher perceptions are examined. Descriptive data on pupil and teacher responses are first presented, followed by a presentation of an analysis of the relationships between pupil and teacher perceptions.

The pupil responses after the training program are summarized in Table II.

Table II: Mean Post Test Results of Pupil Perceptions by Sex, Race and Socio-economic Status

	TOTAL		SEX		RACE		SOCIO-ECONOMIC LEVEL		
TEST	$\bar{X}$	SD	Boys	Girls	Black	White	Low	Middle	Upper Middle
I.	81	16	82	80	81	81	80	82	82
II.	108	13	106	109	107	109	106	108	120
A.	35	5	35	35	35	35	35	35	38
B.	35	6	34	35	35	35	35	35	40
C.	39	6	37	39	37	38	36	39	42
I.Q.	95	12	94	94	92	97	91	98	104

$\bar{X}$ = mean
SD = Standard deviation

The key to the average pupil responses presented in Table II are summarized below:

I. = Peer acceptance - how pupils are perceived by their classmates

II. = Self perceptions - Total Test Score

The total test score of self perceptions is classified into three areas:

IIA = The pupil's perceptions of the effectiveness of his relationships with classmates - Self to Peers

IIB = The pupils perceptions of the effectiveness of his relationships with his teacher - Self to Teacher

IIC = The pupils perceptions of the effectiveness of his relationships to his schoolwork - Self to Task

The peer acceptance (Test I) and the test of Self Perceptions (II.A, B, C) were administered to pupils in grades 3-6.

Table II above presents the post test results of pupil perceptions for the total group of pupil tested by sex, race and socio-economic level. It can be observed from the table that the average Peer Acceptance (Test I) for the total group of pupils was 81. The average Peer Acceptance of black and white students was equal for this school. These data suggested then that peer acceptance in the subject Elementary School does not favor either black or white students. When the average peer acceptance is presented by sex, and the socio-economic level of pupils, a slightly greater peer acceptance can be observed for boys and for the middle and upper middle socio-economic levels.

The average for the Total group (grades 3-6) on the Instrement II, Self Perceptions, was 108. The averages of subtests A and B, Self to Peers (mean = 35) and to Teacher (mean = 35) were lower than for Subtest C Self to Task (mean = 39). These data suggest that pupils in general have relatively higher perceptions of their effectiveness in the area of schoolwork than in their socialization skills.

When we classify pupil responses by sex, it can be observed that the average self perceptions of the boys equals 106, and the girls equals 109. These data suggest that the girls generally perceive themselves more positively than the boys. If we observe the break-down of the three areas of self perceptions given under A, B, and C the discrepancy between the self perceptions of girls and boys is mainly attributable to the area, Self to Task (37 vs. 39).

The Self Perceptions of black and white pupils are approximately

equal. The greatest difference in Self Perceptions can be observed when pupils are classified by socio-economic level. The pupils perceptions of self appears to be related to socio-economic level. The pupils perceptions of self appears to be related to socio-economic level, where the low socio economic level averages 106 vs. 108 for the middle group and 120 for the upper middle stratum. This difference in the self perceptions of pupils by socio-economic level is primarily reflected in the areas of B. Self to Teacher and C. Self to Task. Pupil responses suggest that those pupils of lower socio economic status perceive themselves to be less effective in their relationships with teachers and with schoolwork than do pupils of middle and upper middle socio-economic backgrounds.

Table III presents the teachers' perceptions of their individual pupils. The teachers used a form similar to Instrument II, rating each student on items measuring the effectiveness of his relations with A. Peers, B. Teacher, and C. Task. The teacher pre-training ratings did not differ significantly from their post-training ratings. Table III presents the teacher ratings of pupils at the conclusion of the study.

Table III: Mean Ratings of Pupils by Teachers: Post Administration

	TOTAL		SEX		RACE		SOCIO-ECO. LEVEL		
TEST	$\bar{X}$	SD	B	G	B	W	L	M	UM
II	106	16	103	109	106	107	103	111	117
A	34	7	33	34	33	34	32	35	38
B	36	5	36	37	36	36	35	37	38
C	36	7	35	38	36	37	35	38	40

It can be observed from Table III that teacher ratings favor girls over boys, particularly in the area of C, Self to Task. No general differences appear in the teacher ratings of black and white students. However, a positive relationship was observed between the teacher ratings of pupils and the socio economic level of the child. In general, teachers rate pupils from lower socio economic levels relatively lower (mean = 103) than they rate pupils from middle (mean = 111) or upper-middle (mean = 117) socio-economic levels.

The relationships suggested by the descriptive data presented in Tables II and III were analyzed by the use of product-moment correlation coefficients and multivariate analysis. Teacher ratings of pupils were correlated with the pupil characteristics: race, sex, socio-economic status, his peer acceptance, and his perceptions of self. The significant relationships between teacher ratings of pupils and the pupil characteristics are presented in Table IV.

Table IV

Intercorrelations of Teacher Ratings of Pupils to Pupil Characteristics

	Pupil Characteristics				
Teacher Ratings of Pupils	Peer Acceptance	Socio-economic Status	Student Rating II C	Intelligence	Sex
II A	.443	.248	.159	.219	
II B	.476			.302	
II C	.380	.246	.283	.367	-.172
II Total	.480	.248	.237	.330	

r = .159, significant at .05 level (df = 150)
r = .208, significant at .01 level

It can be observed from Table IV that teacher ratings of pupils in their peer relationships (II A), their teacher relationships (II B), and their task effectiveness (II C) are in moderate-substantial agreement with the pupil's acceptance by his classmates. For example, teacher ratings and peer acceptance are positively related for each of the three areas ($r = .443$, $r = .476$, $r = .380$) and the total test ($r = .480$). Thus, those pupils who are perceived favorably by teachers tend to be more accepted by their classmates, and those pupils who are perceived negatively by their teacher tend to be less accepted by their classmates. These relationships support the thesis that pupils learn about their classmates from their teachers.

Teacher ratings of pupils correlated to a lesser extent with the socio-economic status of pupils. The significant and positive relationships between teacher ratings and the socio-economic status of the child support the descriptive data presented in Table II above; i.e., there is a tendency for teachers to rate the effectiveness of pupils from a higher socio-economic status more favorably than those pupils of lower socio-economic levels. This relationship was not observed, however, for area B, pupil-teacher relationships. Teachers did not perceive any difference in the effectiveness of the pupil's interactions with them and the child's socio-economic level. Teacher ratings of the effectiveness of a pupil's peer relationships and his task effectiveness did, however, relate to the pupil's socio-economic level.

A pupil's self perceptions of his task effectiveness (II C) tended to agree with the teachers ratings. However, the pupil perceptions of

his peer relationships (II A) and teacher relationships (II B) was not congruent with teacher ratings. One explanation of this observation is that pupils are aware of acceptable schoolwork behaviors related to schoolwork, but their social skill behavior expectations are not always congruent with those of the teacher. In addition, the one significant relationship between the sex of the pupil and teacher ratings was in this area, Self to Task. Teachers generally perceived girls more favorably in this area.

The intelligence of the pupils was positively related to teacher ratings. This relationship may be partially attributed to the positive relationship between the pupil's socio-economic level and his measured intelligence. The analysis described below was carried out to determine to what extent does intelligence, socio-economic status, as well as other pupil characteristics and teacher ratings influence the self perceptions of a child.

A multivariate analysis (Bottenburg and Ward, 1963) was run to examine the relative influence of (1) teacher perceptions of pupils and (2) pupil characteristics (race, sex, socio-economic status, intelligence and peer acceptance) on the self perceptions of a pupil. Because of the changing composition of the community, grade level, racial composition and socio-economic composition by grade level were considered in the analysis.

The multivariate analysis permitted the determination of the relative impact of: (1) the pupil characteristics and (2) teacher ratings

cited above, on a pupil's perceptions of self. First, the relationships between the four pupil characteristics (sex, socio-economic status, age and intelligence and pupil self perceptions) were examined. This analysis indicated that socio-economic status had a significantly greater contribution to a pupil's self perception than did the other three measures. The multivariate analysis, expanded to include the teacher ratings and grade descriptions, was consistent with this finding (see Attachment A). The variable, socio-economic level was significant at the .04 level, $F = 4.20$, $df = 1.146$. None of the other measures of pupil characteristics nor the teacher ratings were found to have a relatively greater influence on the self perceptions of pupils.

Discussion

1. The major thesis of the study was supported. The significant mean gains in pupil self perceptions suggest that when teachers are given insights into their own behaviors, their style of interactions with pupils will change. The pupil, pupil and teacher-pupil interaction focus of the teacher training sessions would seem to have influenced the teachers' style of interactions. For it was in these two testing areas, pupil-pupil and teacher-pupil interaction, that pupils made significant gains.

If it can be concluded that the content of the teacher training sessions influenced the teacher's classroom behavior, it cannot be assumed that the sessions made a similar impact on the teachers'

perceptions of their pupils' self concept. For, the teachers' pre-training ratings of their pupils did not differ significantly from their post-training ratings. This finding seems to suggest that a change in behavior does not require a concommitant change in attitudes and feelings. For, the teachers' style of classroom interactions did change and pupils did make significant gains in their own self concept ratings despite the fact that teachers rated them no differently pre and post training. Nevertheless, the findings do seem to endorse behavior modeling as an effective technique for modifying observable behavior.

The significant impact of the teacher training program on pupil self perceptions despite the fact that there was no direct treatment assigned to the pupil population suggests consultation with teachers as an important function for elementary school counseling. The role of the counselor is one in which children are helped toward increased personal fulfillment. Historically it has been assumed that the counselor accomplishes these tasks through counseling with children. Despite the dearth of evidence that counseling with children does, in fact, increase a child's sense of personal adequacy and worth, counselors have persisted in this activity.

The findings of this study indicate that the child's sense of worth and adequacy made significant gains not merely in the absence of counseling, but in the absence of any contact with the child. Further, this study suggests that teacher consultation can be successfully undertaken in a positive atmosphere with opportunities for behavior modeling.

2. Four of the six sub-hypothesis were supported. The significant and positive relationships found between teacher perceptions of students and pupils' socio-economic status supports Rists' (1970) thesis that teachers appraise a child's ability to learn with certain personal characteristics unrelated to his mental potential. Secondly, the agreement between teacher and peer ratings supported the proposition that the pattern of teacher-pupil interactions teaches classroom members how to perceive each other. Thirdly, the absence of significant and positive relationships between teacher ratings with sex and race suggested that teachers are not generally influenced in their perceptions of pupils by these two variables. However, the significant relationship between teacher ratings which favored the girls in the area Self to Task qualifies this finding. The congruence between pupil and teacher ratings in the area of Self to Task and the absence of such relationships in the categories Self to Peers and Self to Teacher, suggests that pupils are more aware of the normative behavior required in cognitive task fulfillment. On the other hand, acceptable social norms may not be as explicit in their repetoire of behaviors.

The fifth assumption, that the teacher and peer perceptions of an individual pupil are related to his self perceptions, was not directly supported. Rather, socio-economic status appeared as a direct influence on pupil self perceptions and as an indirect influence in the relationship between Socio-economic Status and Teacher Ratings. If the pupil is unaware of acceptable personal social behavior, his coping mechanisms

may not allow him to accurately assess his self adequacy. Further, the values embraced by the school and enforced in the classroom are not necessarily those of its pupils. The resultant discrepancies perpetuate unnecessary misunderstandings between teachers and pupils as reflected in the limited congruence between teacher and pupil ratings. This circumstance seems to recommend direct and systematic social sill training for children as a necessary and vital inclusion in the elementary school curriculum.

The significant impact of the teacher training program on pupil self perceptions suggests consultation with teachers as an important contribution to a child's feelings of self adequacy. The need for counselors to become involved in the consultative function is further reinforced by the positive and significant relationships found between teacher perceptions and the peer acceptance of pupils.

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Attachment A

Relationship of Student Characteristics, Grade Descriptors, Teacher Ratings and Peer Acceptance to Pupil Self Perceptions

	Variables						
	Dependent	Independent	RSQ	F-ratio	p	df_1	df_2
FULL MODEL	10	1-9	0.109				
RSTR MODELS							
(a) delete grade	10	2-9	0.109	0.000		1	146
(b) delete race	10	1, 3-9	0.109	0.000		1	146
(c) delete sex	10	1-2,4-9	0.106	0.572	.450	1	146
(d) delete socio-economic level	10	1-3,5-9	0.083	4.198	.042*	1	146
(e) delete I.Q.	10	1-4,6-9	0.108	0.219	.640	1	146
(f) delete peer acceptance	10	1-5,7-9	0.108	0.190	.664	1	146
(g) delete teacher ratings	10	1-6,8-9	0.107	0.304	.582	1	146
(h) race % by grade	10	1-7,9	0.109	0.000		1	146
(i) socio-economic % by grade	10	1-8	0.109	0.000		1	146

*Significant at .05 level

X_1 = grade

X_2 = race

X_3 = sex

X_4 = socio-economic level

X_5 = intelligence

X_6 = peer acceptance

X_7 = teacher ratings

X_8 = race % by grade

X_9 = socio-economic % by grade

X_{10} = pupil self perceptions